STUDENTS' ACCEPTANCE ON EDUCATIONAL VIDEO SHARING SIT: A Proposed Research Model

Sazanah Md Ali [1]
UniversitiPendidikan sultan Idris
[1] zackna007@yahoo.com
Ahmad Zamzuri Mohamad Ali [2]
UniversitiPendidikan sultan Idris
[2] zamzuri@fskik.upsi.edu.my

ABSTRACT
Video sharing site is becoming increasingly popular and is used as a platform for video-based learning and teaching. In line with the development of new media technologies nowadays, learning through video sharing sites has become a choice of preference amongst students to get access to learning materials in the form of videos such as screencast tutorials, video presentations, recordings of learning video, animations and so forth. However, the existence of video sharing sites that have a social media characteristic in them is negatively affecting the students' learning performance. Thus, a provision of video sharing site with a more formal educational characteristic should be established in order to facilitate a safer learning environment. This study was conducted to analyse the acceptance of students towards educational video sharing sites. By using Technology Acceptance Model (TAM) as the basic model for this study, the original attributes in TAM model such as perceived usefulness and perceived ease of use were put to the test in order to determine their effects on attitudes and intentions of the students to use educational video sharing sites. In addition to that, TAM model was also expanded by adding other factors such as psychological factors (enjoyment and motivation), social factors (social influence and subjective norm), technological factors (system performance and system accessibility) and organisational factors (facilitating condition and technical support). This conceptual paper was prepared to tested on how they affect students' acceptance towards educational video sharing site.

Key Words
New media, Screencast, Technology acceptance model, Video sharing site.

INTRODUCTION

The multimedia-based learning process is apparently more enjoyable than the traditional learning methods (Azura, Zakaria, MohdHasan & Bahaman, 2009). The use of multimedia-based teaching materials which involves a combination of text, graphic, audio, video and animation is capable in producing a more interactive learning style which is in line with the current development of digital technology. Video is one of the elements that is very effective in engaging interest and in giving extensive impact on the process of teaching and learning (Ahmad Esa, Baharom & Siti Nasrah, 2007). Nowadays, it is widely used as a teaching aid to increase students' interest and motivation towards learning. There are various forms of learning video content that have been produced in order to achieve a meaningful and fun learning process such as screencast video, animation, documentary, and so on. In accordance with the development of the new media technologies nowadays, the existence of multiple video sharing sites is seen as crucial to support the process of video-based teaching and learning. Video sharing site is a web service that allows its users to upload and share their videos in a variety of ways such as via e-mail, blog or through social media network (Zhou, Baud & Bellot, 2013).. From educational point of view, the existence of these sites has made it easy to share learning videos, and at the same time has solved the problem of the transfer and storage of

large-sized videos. The current examples of existing video sharing sites are YouTube, Vevo, Dailymotion, and so on (Camscore, 2011). However, the existence of multiple video sharing sites nowadays is not exclusively for educational purposes (Snelson, 2008). These sites are more known as social media, which contain varieties of unfiltered videos and provide easy access for students to get to videos of violence, cruelty, entertainment, and many more (Buzzi 2011; Patterson & Hargreaves, 2011). Schools and higher learning institutions are concerned about the spreading of unhealthy cultures or values through these video sharing sites and have restricted the access to the sites within schools or campus (Snelson, 2008). As a consequence, the students and teachers are having difficulties to transfer and share their video-based teaching materials amongst themselves that are meant to be used as teaching aids. Therefore, it is important for schools and higher learning institutions to provide a special video sharing site that can facilitate the sharing of educational video-based teaching materials amongst students and educators (Snelson, 2008; Cheng & Swanson, 2011). The provision of the site does not only can solve the problem of the transfer and storage of large-sized video but at the same time it can eliminate concerns of teachers and parents about the use of this video sharing site cum social media amongst students without censorship (Milrad, Rossmanith & Scholz, 2005). Other than that, in line with the current development of new media technology, educational video sharing site is also seen as capable of providing the needs and create a more flexible learning environment as well as able to give maximum benefits to the self-learning process (Snelson, 2008; Cheng & Swanson, 2011; Milrad et al, 2005)

LITERATURE REVIEWS

The development of new media in this day and age makes learning through online videos, or better known as video sharing sites, as beneficial to education (Balakrishnan & Sathiyapriya, 2011). There are a lot of studies that have been conducted on the application of video sharing sites, especially the use of YouTube for the purpose of teaching and learning (Fralinger & Owens, 2009). This clearly proves that video element has been used extensively by students and educators for their teaching and learning process. Video does not only able to attract students' interest and attention (Oishi, 2007), but it also can increase their motivation and understanding of learning the technical concepts which are difficult for them to comprehend through text reading (Bravo, Amante & Enache, 2009). By learning through video, students are able to control their own learning activities in which they can stop or replay the video over and over again until they understand the lesson (Mullamphy, Higgins, Belward & Ward 2010).

New media technology

By definition, media is the medium used to spread information otherwise known as the communication channels (Noriati, 2009). The term new media emerged in tandem with the development of technology that is growing rapidly nowadays (Ashrol Rahimy, 2012). New media technology was actually started with the development of web 2.0 technologies that were being introduced at the O 'Reily Media Web 2.0 Conference in 2004, which then resulted in a dynamic and flexible web innovation compared to the more static web 1.0 technologies (Mohamad Amin, 2011). It combines the concepts, technologies and trends that allow users to share, connect, communicate, collaborate and produce information on the website (Shuaibu&Ishaq, 2014; Rashidi, Jamaluddin & Sufian,). The new media carries great influence in today's everyday life especially as a medium to communicate (Mangolds & Faulds, 2009). Its use has given a lot of positive impacts in terms of the spreading of modern information and communication in various fields and disciplines including education (Shilpa, 2014; Alvarez &Olivera-Smith 2013), medicine (Lefebvre & Bornkessel, 2013; Centola, 2013), business (Jagongo & Kinyua, 2013; Karkainen, Jussila & Vaisannen, 2010), banking (Goi, 2014; Khin & Pathirana, 2015) and many more. New media can be defined as the digital media that use computing technology and has a characteristic of being interactive (Bennet, 2005; Logan, 2010; Hicks, 2011). According to Lievrouw and Livingstone, (2006), new media consists of three essential components namely the communication device, communication activities and social

activities that take place on the device. Meanwhile, Olise (2008) defines new media as a combination of computer technology and communication technology to produce the required information regardless of time, space and distance. Although the meaning of new media has been defined differently by the researchers and is still being debated, but all of those definitions refer to the injection of technology on the existing traditional media. The new media revolution has changed the use of traditional media such as television, radio, newspapers, magazines, books, and paper-based publishing. Websites, blogs and online newspapers are examples of the new media that have become important platforms these days for the dissemination of information compared to newspapers and television, as well as the use of e-mail that has replaced telegraph and mail (Friedman & Friedman, 2008). The digitisation of traditional media has resulted in the emerge of the new media that is faster and more efficient in disseminating information because of its wide access capabilities via the use of the Internet (Pattel, Yuan &Jianqiu, 2009). Along with the development of communication technology, various new media platforms have been widely used for social activities that the term social media is referred to the kind of new media that are being used for social activities such as online chatting, discussing, sharing photos and videos, etc (Falls, 2008). The social media have brought a major transformation in the way people interact, communicate and socialise beyond the global boundaries global (Edosomwan, Prakasan, Kouame, Watson &Saymour, 2011). Examples of social media platforms and applications that are increasingly popular and being used today are YouTube, Facebook, Twitter, Instagram, Whatsapp, Google, Blogs, Wikipedia, etc (AshrolRahimy, 2010; Barhoumi, 2015). Table 1 shows some examples of traditional media that have gone through a digitisation process towards becoming a new media platform.

Table 1:
Traditional media and New Media (Friedman, 2008)

TRADITIONAL MEDIA	NEW MEDIA
Books	E-books, wikis
Journalism	Blogs
Music	Pandora
Newspapers, Magazines	Ezines
Radio	Podcast
Television	Full episodes on the web
Telephone	VOIP
Film	Amateur videos on the web
Photography	Flickr, picasa
Art	Museums on the web

New media in education

The new media also have a positive impact on the education sector and it proved to be very useful in today's learning environment. (Shilpa, 2014; Alvarez & Olivera-Smith 2013). The process of teaching and learning is now not only limited to the learning in the classrooms and libraries, but is also involving different kinds of new media platforms which have become a very important teaching aid in the process of teaching and learning (Shilpa, 2014). The use of new media enables students to build knowledge and explore their interest and curiosity on a global scale as the platform allows students to access information, interact, exchange ideas, and share learning materials with the entire world (Shilpa, 2014). Video and animation elements contained in the new media, for example, are able to attract the interest of students towards their learning process, and even the use of computer itself as a teaching device can enhance their motivation to learn. Social media such as Facebook, Twitter and Instagram are becoming more popular these days and are being used as a platform for social interaction which generally allows users to update their status, upload pictures, video and chat (Weber, 2012; Ali, 2014). However, students and educators are also using it as a supporting platform

for academic activities. Taking Facebook group as an example, it allows teachers and a group of students to make an official announcement, share ideas, talk about the lessons, or serves as a medium of communication for the students of distance learning courses (Villiers, 2010; Miron & Ravid, 2014). The use of search engine such as Google is also becoming increasingly popular amongst students in finding their desired information and data more easily, quickly and efficiently, from all across the world, as opposed to searching for information in the library which is very limited (Brophy & Bawden, 2005; Georgas, 2013). Wikipedia site has also become a popular reference for students in searching for information in the form of encyclopaedia and collaborative learning that consists of various languages and allows its contents to be modified (Parker & Chou, 2007). Same thing goes with the use of video sharing site like YouTube which is becoming increasingly popular amongst students nowadays who want to get videos in the form of screencast for the purpose of learning from tutorials or getting an in-depth or specific description on a topic based on the video (Fraingler & Owens, 2009). Blog, which is a personal website is also used by teachers and students as a platform to write, present ideas, give opinions, share information and so on (Bartlett-Bragg, 2003). Those who own a blog or bloggers are people of different ages because constructing and operating it is easy (Edner & Maurer, 2007; Hong, 2008). As far as education is concerned, blogs are used by educators to convey information pertaining to assignments, commentary on certain topics, or share information and links of the documents related to the learning or even general knowledge (Williams, 2004). Introverted students are also benefitting from this blog platform where they can share their ideas and insights related to the learning or even on personal matters (Sawmiller, 2010).

Video sharing sites

Video sharing site is a web service that provides a platform to upload and share video via blogs, social media networks or address links (Zhou, Baud & Bellot, 2013). Youtube, Dailymotion, Yahoo! Video, Veoh and Metacafe are some examples of video sharing sites that are available nowadays. With the concept of user generated content that has been introduced, users are not only able to watch and upload the videos that they produce but people can even vote and comment on the videos (Mitra, Agrawal, Yadav, Carlson, Eager & Mahanti, 2009). The content of the videos that are being uploaded consist of amateur video as well as video produced by media firms such as recorded video, instruction, screencast tutorial, animation, video clip, drama, film and so on (Bondad-Brown, Rice & Pearce, 2012; Cha, 2014). A report by the Pew Research Centre (2011) shows that the use of video sharing sites has increased consistently since the year 2006 to 2011 as shown in Figure 1.

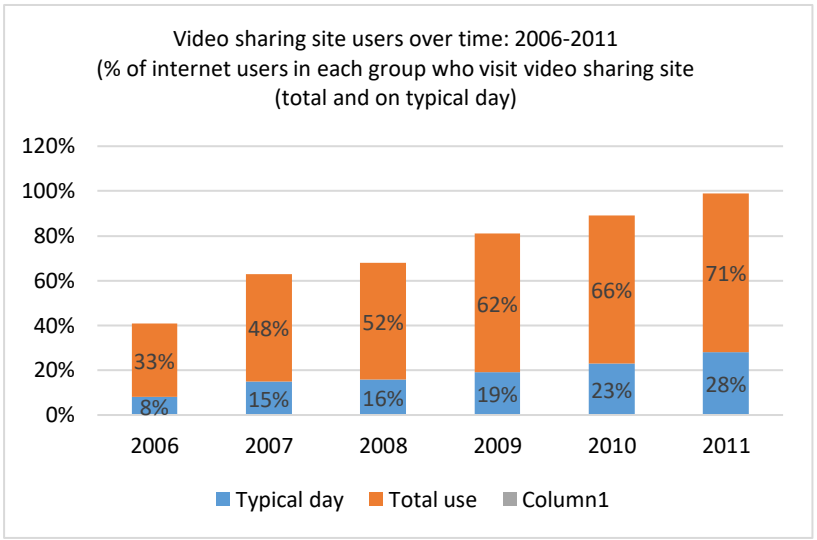

Figure 1: Video sharing sites users over time: 2006-2011

YouTube

YouTube is the most favoured video sharing site and social media of the current generation. Since its launch in 2005, YouTube has become a very famous video sharing site with the concept of user created content or user generated content (Ryu, Kim & Lee, 2009; Shifman, 2011). YouTube was launched by its founder Steve Chen, ChurdHerly and Jawed Karim, and it is the most visited video sharing site worldwide since its launching (Mitra et al, 2009; Terantino, 2011; Burke, Synder & Rager, 2009). According to the statistics available on alexa.com, over 30% of internet users worldwide visit YouTube each day and more than 800 million users visit each month (Portilla, Reiffers, Altman, El-Azouzi, 2015). Up until now, YouTube is being visited and used for various purposes either for learning, entertainment, business, product demonstrations, advertising, recordings of personal video and so on (Portilla,2015; Cheng, Dale & Liu, 2007). It provides a platform that allows users to upload video and share video links via various social media networks more easily (Burke, Synder & Robin, 2009). Among the features provided on video sharing sites like YouTube are that users can perform searches, vote like or dislike, and make comments on the videos (Sherer & Shea, 2011). To this day, YouTube is getting more widely accessible throughout the world as a source for a variety of video content including tutorial video, method, product demonstrations, entertainment, news, music, etc (Cheng, Dale & Liu, 2007). In the context of teaching and learning, it is undeniable that Youtube is a very helpful platform for students and teachers in their learning process. This is because the video element used is able to attract student's interest, attention and motivation (Duffy, 2008; Roodt & Peier, 2013). The convenient way of sharing video on YouTube will also facilitate the process of storage and transfer of large-scale learning materials video (Milrad et al, 2005). YouTube is generally very popular with its collection of instructional videos uploaded by users that shows how a task is being done step-by-step (Lee & Lehto, 2012). Thus, it makes it easy for students to get a tutorial video or explanation of a certain concept in various subjects such as software tutorial, maths tutorial, statistics, etc. (Petty, 2010; Guy & Lownes-Jackson, 2013). Various forms of video content such as entertainment, animation, music, news and so on are creatively processed and uploaded as a reference to make learning English much more fun (Berlian Nur & Mohamad Jafre, 2011). Examples of other disciplines that are also making use of YouTube for teaching and learning process are culinary (Umetsu, 2011), surgical dermatology (Koya, Bhatia, Hsu & Bhatia 2012), language (Munassir, 2011; Muniandy & Veloo, 2011), statistics (Seal & Przasnyski, 2003), materials technology (Bravo, Amante&Enache, 2009), science (Fralinger& Owens, 2009), history (Tan & Carol, 2013) and many more. However, the use of YouTube, which is also known as an open social media also have negative impacts on the students. The use of social media can actually affect the academic performance of students. A great deal of studies have proven that the social media have a potential in causing students to lose concentration and focus, too preoccupied with chatting activity, share photos and videos, prone to negative and unethical thinking, pornographic activity, cybercrime, physically inactive, wasting time and so on (Sharqi et al,2015; Roy &Chakraborty, 2015; Hurt, 2012; Rithika& Sara, 2013; Kupussamy& Shankar, 2010; Faruk, 2015; Bianco, 2009; Kirschner&Karpinski, 2010; Sewe, 2014; Aida et al, 2014; Srivastava, 2012; Butler, 2010; Shabir, Hameed, Safdar&Gilani, 2014; Mehboob, Khan &Ullah, 2012).

Educational video sharing sites

Realising the weakness and the negative impact of Youtube to the students due to its open social media characteristic, an educational video sharing site is designed for the purpose of having a more formal teaching and learning process. The development of educational video sharing site is crucial because it can avoid disruptions in video content that is not intended for education in the learning process (Ahmad Zamzuri, 2013). TeacherTube, SchoolTube, Academic Earth and Khan Academy are examples of educational video sharing site that were developed for the purpose of learning in a more particular manner nowadays (Burke et al, 2009,). With the existence of these sites, students and teachers can now share educational videos from anywhere and at any time, in accordance with today's modern learning styles (Lupshenyuk, Hocutt&Owston, 2011). In general, educational video

sharing sites only allow registered users which comprise of students, teachers or parents only, and do not allow access to amateur video which is not meant for educational purposes. In addition to sharing instructional video that is related to a specific learning topics and lectures, educators can also deliver quizzes and notes as well as share information on classes and exams via this site (Sherer& Shea, 2011). Thus, the provision of this site in school or educational institution is seen as fit to facilitate educators and students to share video-based learning materials more efficiently (Snelson, 2008; Cheng & Swanson, 2011). Based on the above discussion, it can be concluded that the use of new media such as video sharing site has become an important platform for effective teaching and learning process. However, its application in the form of open social media platform is potentially to cause negative impact on students. Therefore, it is reasonable to develop a special video sharing site for educational purposes so that the learning process becomes more meaningful. It is also in line with the development of digital technology is able to attract youths towards the current new media. Besides, it is also able to increase students' interest and motivation (Snelson, 2008). Motivation is an important factor that students have to have for them to achieve an effective learning process. Video is one of the teaching aid tools that have the potential to effectively increase motivation (Mohamad Amin, 2010). Learning via online digital video promises a more meaningful learning experience and can give a great influence on the level of emotion and motivation of the students (Karppinen, 2005). This is supported by Wu and Tuan (2000), whose findings state that students do agree that the video teaching strategy does increase their motivation for learning. Its use does not only solve the problem of storage and transfer of large size learning video amongst teachers and students, but it also provides a mobile learning environment. Students can now get access to learning materials from anywhere and at any time, in accordance with the modern teaching methods in the era of new media technologies.

PROBLEM STATEMENTS

Mastering a certain software is a skill that must be possessed by students, especially those who are taking Information and Communication Technology (ICT) courses such as multimedia, animation, design and so on (Furst-Bowe & Boger, 1996; Lahore, 2008) .This is because the students are not only required to attend lectures to learn the theories, but they also need to master various kinds of softwares in practical for them to be able to carry out project assignments given by the lecturer. In order to finish an assignment, students should be proficient in mastering a variety of related software(Lahore, 2008). It is not only crucial to master the software skills for the purpose of completing a task, but it is also very useful to be applied in their future jobs(Furst-Bowe & Boger, 1996; Ono & Zavodny, 2004). The use of illustrated text during tutorials and lectures as a learning method is no longer considered appropriate in this era of digital technology and new media (Havice, 2009). This method is not much of a help when it comes to improving students' skills and understanding towards mastering a particular tutorial at its optimum level(Awatif & Norizan, 2011). For software tutorial learning, learning it through video screencast on social media form of video sharing sites such as YouTube is now a choice that students get to choose because they are able to learn at any time and anywhere easily(Nurul Fathihin, 2011). Thus it is not surprising that the students' dependence on the new media is very dominant in their learning process(Bazzeto-More, 2014; Roodt & Peier, 2013). However, the negative impact of the use of social media amongst students is an important issue that should be addressed by educators and parents. Social media or known as social networks is a type of new media that has a significant influence on young generation nowadays(Sewe, 2014). The findings from previous researches also suggest that the use of social media does have negative impacts on students from various aspects including academic achievement(Rithika et al, 2013; Aida, Behrang, &Behrooz, 2014; Srivastava, 2012), attitude (Sharqi et al, 2015) and lifestyle (Roy & Chakraborty, 2015). Looking at the impact of the use of open social media on academic performance, learning through an open social media such as YouTube can bring down students' concentration and has a potential to negatively affect their academic achievement. This is because the pull of social activities on this site such as watching pictures or entertainment

video can deflect their attention from learning and thus resulted in a waste of time(Srivastava, 2012).The use of YouTube also exposes students to do a simple search on materials that can affect the culture of life and instill unethical thoughts in them due to the exposure to unfiltered video content such as pornography, terrorism, violence, cyber crime and extreme entertainment(Butler, 2010). In addition, there is a lot of researches that find negative effects of its use on students (Sharqi, Hashim & Kutbi, 2015; Roy & Chakraborty, 2015; Hurt, 2012; Rithika & Sara, 2013). Learning through social media is seen to have disrupted the focus of the learning process and the social interaction amongst students does not occur physically(Sharqi et al, 2015). A study by Sharqi et al (2015) also lists the negative effects of social media amongst students such as they will become physicaly inactive, they are exposed to negative thoughts and become unproductive in daily activities. Other than that, students are also exposed to the use of incorrect grammar in their writing and conversation, as well as their academic performance deteriorates due to them spending too much time on accessing non-educational video content(Roy et al, 2015). Social media such as YouTube also displays many stimuli that can distract students' attention towards learning (Hurt, 2012). It makes the students become more individualistic and it is difficult for them to divide their time between online social activities and academic activities(Rithika& Sara, 2013). Academic performance and learning activities are potentially affected by social media platform as it provides open access to various entertainment content that is not useful, as well as pornographic activities and personal information being made public on social networking sites which can be harmful for the students(Kupussamy & Shankar, 2010). Social networking is also seen as less suitable to be used for educational purposes due to the interference by social activities that is happening which can lead to the actual intention for educational purposes not being achieved and this will also reduce students' motivation for learning(Faruk, 2015). Eventhough the students do want to use the social media for educational purposes, all those social activities such as chatting, updating the status and replying messages will distract their attention which then leads to them wasting time doing things that are not beneficial(Bianco, 2009). A study done by Kirschner dan Karpinski (2010) finds that there is a negative relationship between students' achievement and the use of social networking, where students will earn a low grade point average due to the habit of spending a lot of time on social media.A study by Newburey, Humphreys dan Fuess, (2014) also lists 10 types of risk of using social media as shown in Figure 2

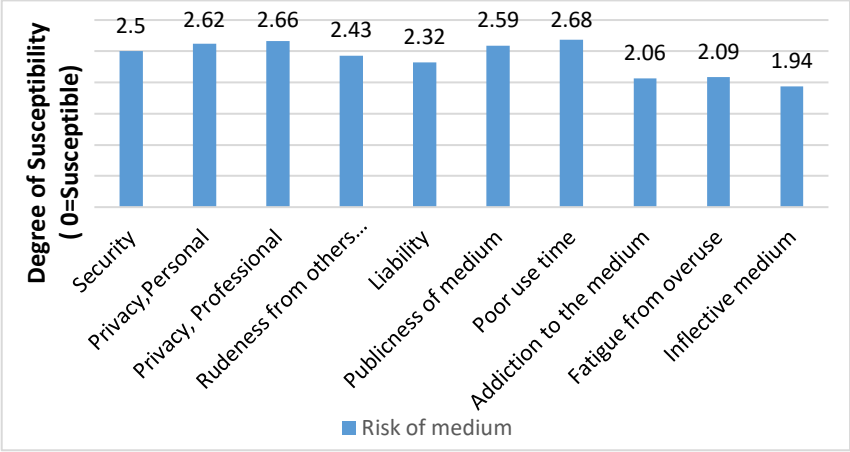

Figure 2: Types of risk of using social media(Newburey,Humphreys &Fuess, 2014)

Based on the above discussion, it can be concluded that there are **two main problems** that can be highlighted in this study, the first one is about the conventional learning tutorial software and the second one is on the negative impact of the use of video sharing site in the form of social media. In order to overcome the problem pertaining conventional method of learning, this study proposes learning software through video screencast. Screencast is the recording of part or all of the activities on the computer screen with explanatory audio or direction that refers to the activity that is

happening on the computer screen (Udell, 2005). The use of screencast that combines video and narration can enhance understanding more effectively than reading the text(Sugar, Brown & Lutterbach, 2010). Therefore, its use is suitable in producing software tutorial that shows a step-by-step operation to learn software technique. Apart from that, the tutorial video can also be stopped and played back repeatedly until the students understand the whole thing (Mullamphy, Higgins, Belward & Ward 2010). The use of screencast tutorial does not only help students in mastering the software, but at the same time it can also help the lecturers and tutors in preparing an effective instructional materials that suit today's learning style. Meanwhile, to tackle the negative effects of learning via the social media, YouTube, this study proposes a specific educational video sharing site. An educational video sharing site will be able to provide a more formal and safe learning environment for the students (Snelson, 2008; Cheng & Swanson, 2011). Its use in the process of teaching and learning is viewed in tandem with the development of new media that allows various kinds of materials such as tutorials, notes, and many more to be delivered online to students (Hartsell& Yuen, 2006). Its use also allows teachers and students to perform a simple search on learning videos based on the related titles and topics and it is safe from access to bad entertainment content. (Milrad et al, 2005). For this study's purposes, it seems appropriate to apply the use of educational video sharing site for tutorial learning in the form of video screencast as it will allow students to control the process of learning themselves(Moallem, 2008; Zhang, 2004). Therefore, it is very suitable to use this for learning software tutorial as it can give effective understanding(Guy &Lownes-Jackson, 2013). A study by Guy et al (2013) also lists some of the benefits of learning tutorial through video sharing sites such as producing a learning that is more flexible, can be stopped or take a look back at the tutorial sessions and facilitate distance teaching and learning. Apart from that, a study by Alavi (2004) also states that the achievement of students who make use of the online platform as a learning tutorial is extremely positive.

THEORETICAL FRAMEWORK

The conceptual framework of this study is built on the theories and models that are related to the attitude and behaviour of Theory of Reasoned Action (TRA), Theory of Planned Behaviour (TPB) and Technology Acceptance Model (TAM). These theories and models have been used extensively in studies that involve acceptance of certain technology in the field of education (Oye, Lahad & Rahim, 2014; Nassuaro, 2012; Adwan & Smedly, 2013) and new media (Pardamean&Susanto, 2012; Escobar-Rodriguez, Carbajal-Trujillo & Monge-Lozano, 2014; Faradillah, 2014). In this study, the Technology Acceptance Model (TAM) is used as a base model that will be extended based on the theories that are listed, in accordance with the aspects of the study, which is students' acceptance towards educational video sharing sites, particularly in the study of software in the form of video screencast.

Theory of Reasoned Action

The theory of reasoned action (TRA) is an important theory in the study of human behaviour (Hicks, 2011). It was introduced by Ajzen and Fishbein, (1975) by putting intention as a determinant that influences the behaviour of a person. This means that the stronger a person's intention is on a certain behaviour, the stronger the likelihood that the behaviour will be done. (Ram Aljafri ,Md Hairi Hussain, ZainolBidin & KamilIdris). TRA states two main factors that can influence an intention, which are the attitude towards behaviour and the subjective norm. The attitude towards behaviour is an evaluation performed by an individual on a certain behaviour whether it is good or bad(Zainol, Zolkafli & Shalihen, 2011). While on the other hand, the subjective norm is a social influence on an individual in respect of any behaviour. The social influence can be of the people around or a group that is significant in that individual's life(Ram Aljafri, MdHairiHussain, Zainol Bidin & KamilIdris; Zainol et al, 2011). This theory has been applied widely in analysing various forms of behaviour such as the behaviour of using video sharing sites(Tan & Yang, 2009; Hicks, 2011; Cha, 2011; Lee &Lehto, 2012), short messaging services and social media (Peslak, Ceccuci & Sendall, 2010), computer technology(Sogani, Muduganti, Hexmoor& Davis,) as well as educational related behaviour(Rahab &

Perbudi, 2013). Therefore, this study has applied the TRA to see how attitude and subjective norm affect a student's intention in making a decision to use an educational video sharing site.

Theory of Planned Behaviour

Theory of Planned Behaviour (TPB) is a theory developed from the Theory of Reasoned Action (TRA). Just like TRA, this theory is applied to explain the behaviour of an attitude(Mahyarnia, Idrusb, Fatchur & Noermiyati, 2012). The theory introduced by Ajzen (1991) which states that the conduct of a certain behaviour stems from the intention of an individual, in which the intention is an important factor in the form of motivation and can influence someone to perform an action(Ram Al-Jafri & Kamil, 2010). TPB puts three factors that can influence the intention which are the attitude towards behaviour, subjective norm and perceived behavioural control. Perceived behavioural control is a factor that has been added to TPB based on the two original factors of TRA which are attitude and subjective norm(Ram Al-Jafri & Kamil, 2010; Mahyarnia et al, 2012).. Perceived behavioural control factor can be a determinant to influence a person's intention and attitude(Ajzen & Driver, 1992).. This theory has been applied extensively in analysing various forms of behaviour such as the behaviour towards the use of new media technologies(Sadaf, Newby & Ertmer, 2012), the use of smart phones(Ekebom, 2012), the use of online learning and services(Kanat, 2009; Knabe, 2009; Chen & Lee 2010) and the behaviour that is related to education(Knabe, 2009; Lee, Ceretto & Lee, 2010). In accordance to that, this study also used TPB to see how attitude and subjective norm affect a student's intention in making the decision to use educational video sharing site.

Technology Acceptance Model (TAM)

TAM is a theory expanded from the Theory of Reasoned Action (TRA) which was introduced by Azjen and Fishbeins, 1975(Alenezi, 2011; Chuttur, 2009). TAM was developed to explain how users accept and use certain technology, taking into account factors of consumer behaviour (Davis, 1989). This model states that when consumers were introduced to a new technology, there are several factors that will affect the decision on how and when to use the technology. There are five constructs in the original model of TAM; Perceived Usefulness, Perceived Ease of Use, Attitude Towards Using, Behavioural Intention and Actual Use as shown in Figure 3 below:

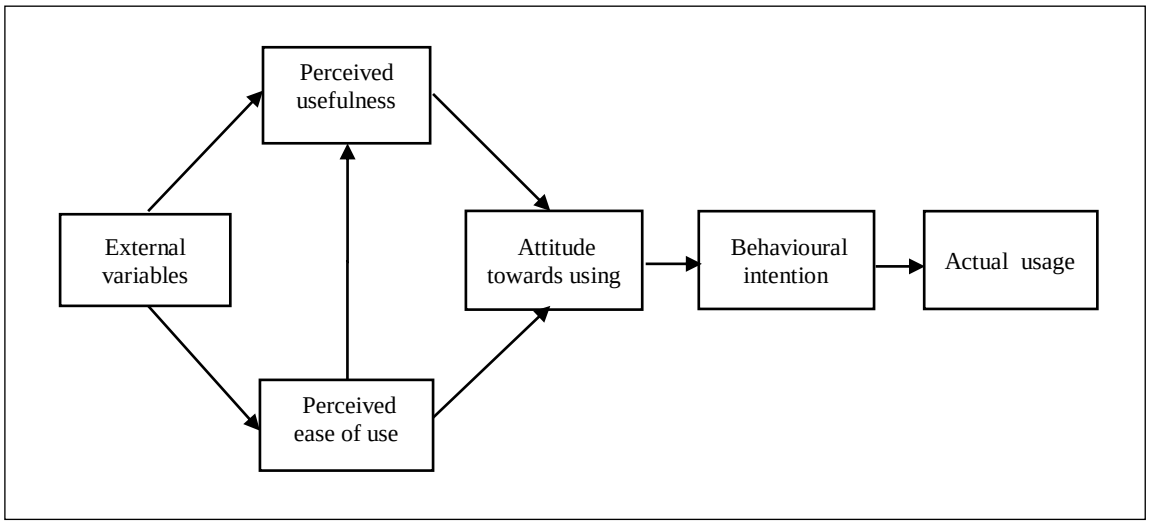

Figure 3: TAM Model (Davis, 1989)

Perceived Usefulness and Perceived Ease of Use are two most important constructs in TAM model(Yang, 2007; Hicks, 2011; Surendran, 2012). **Perceived Usefulness** refers to the users belief that by using a particular technology or system, work performance will improve. Meanwhile, **Perceived Ease of Use** refers to the users belief that a particular technology or system can be used

easily and free of problems(Davis, 1989).Both of these constructs can influence the attitude of an individual whether or not to use a system that was introduced(Alenezi, 2011).**Attitude Towards Using** refers to individual's evaluation of a system that is influenced by perceived usefulness and the ease of the system. This means that the more useful and easier it is to use a particular system, then the individual will be positive to use it(Wu, Chou, Weng& Huang, 2011). **Behavioural Intention** refers to user's behaviour that is influenced by the level of usefulness of a certain system, in which the more useful the system is then the user will want to or have an intention to use it(Wu et al, 2011; Yang 2007). **Actual Use** is the reaction of an individual towards a certain behaviour in real life(Yang, 2007).Apart from the five constructs that have been described above, other external variables will also directly affect the Perceived Usefulness and Perceived Ease of Use constructs. These external variables were built based on the study conducted(Zabukovsek & Bobek, 2000; Alenezi, 2011). In this study, the external variables were built based on the study of the acceptance of educational video sharing site and can be categorized into four factors with variables that have been predetermined under each category, namely, **Psychological Factors** (Excitement and motivation), **Social Factors** (Subjective Norm and social influence), **Technological Factors** (System performance and system accessibility) and **Organisational Factors** (Facilitating condition and technical support). TAM was chosen as the basic model in this study because it is a very influential research model over the past decade. Quite a number of previous studies have done some improvements on it and have extended the original TAM model. TAM was used in this study because of its advantages such as this model has been established and was built specifically to be applied in the studies involving the use of technology (Chen, Li & Li, 2011). TAM has also been tested and applied extensively in the studies that involve acceptance of New media (Noraihan & Sobhi, 2013; Aharony, 2013; Oniboken, 2012; Brooks, 2013) and online learning (Farahat, 2012; Cheng, 2009; Liu, Chen, Sun, Wible & Kuo, 2009; Raaij & Schepers, 2006 ; Cheng, 2014).Its use is very widespread and proved to be very useful in a variety of empirical studies in determining the intention of an individual towards the acceptance and use of technology in various fields of information technology and information systems studies(Surendran, 2012; Ahmad Althunibat et al, 2012; Anandarajan et al, 2010; Venkatesh et al, 2003; Liu, 2010; Yuen & Ma, 2008; Chen, Li & Li, 2011). In conclusion, in order to build an extended technology acceptance model of educational video sharing site in this study, psychological factors, social factors, technological factors and organisational factors have been included as variable extensions of the original TAM model(Zabukovsek & Bobek, 2000; Alenezi, 2011; Noraihan & Sobhi, 2013).A brief description on the four categories of factors of educational video sharing site acceptance with a conceptual framework diagram is shown as follows:

i. Psychological factor

An acceptance of technology is associated with psychological state of an individual towards the use of the technology (Hendrick, 1984). Psychological characteristics such as **enjoyment** and **motivation** are the variables that can determine the level of acceptance of a certain technology that relates to the use of video sharing site (Dzikria, Zhou & Lu, 2014; Lee &Lehto, 2012; Yang, Su & Tan, 2010) and web based learning (Park, 2009; Alenezi, 2011; Punnoose, 2012; Sharma & Chandell, 2013). In this study, the psychological factors that consists of enjoyment and motivation variables will be tested to determine the level of students' acceptance towards educational video sharing site in learning software.

ii. Social factor

The social factors such as **subjective norm** and **social influence** are variables that can determine the level of acceptance towards certain technology that is related to the use of video sharing site(Tan & Yang, 2009) and web-based learning process (Alenezi, 2011; Park, 2009; Punnoose, 2012; Farahat, 2012). In this study, social factors of subjective norm and social influence will be tested to determine the level of students' acceptance of the educational video sharing site in learning software.

iii. Technological factor

Technological factors affect users' acceptance of a newly introduced technology(Lee, Kozar& Larsen, 2003). Variables such as the **system performance** and **system accessibility** are variables that can determine the level of acceptance towards a certain technology that is related to the web-based learning(Alenezi, 2011; Attis, 2014). In this study, the technological factors of system performance and system accessibility are tested to determine the level of the students' acceptance towards educational video sharing site in learning software.

iv. Organisational factor

Organisational factors can also affect the acceptance of technology (Zabukovsek & Bobek, 2000; Park, 2009; Noraihan & Sobhi, 2013). Variables such as **Facilitating condition** and **technical support** are variables that can determine the level of acceptance of web-based learning (Park, 2009; Zabukovsek & Bobek, 2000; Alenezi, 2011). In this study, the organisational factors of facilities system and technical support were tested to determine the level of students' acceptance of the educational video sharing site in learning tutorial software

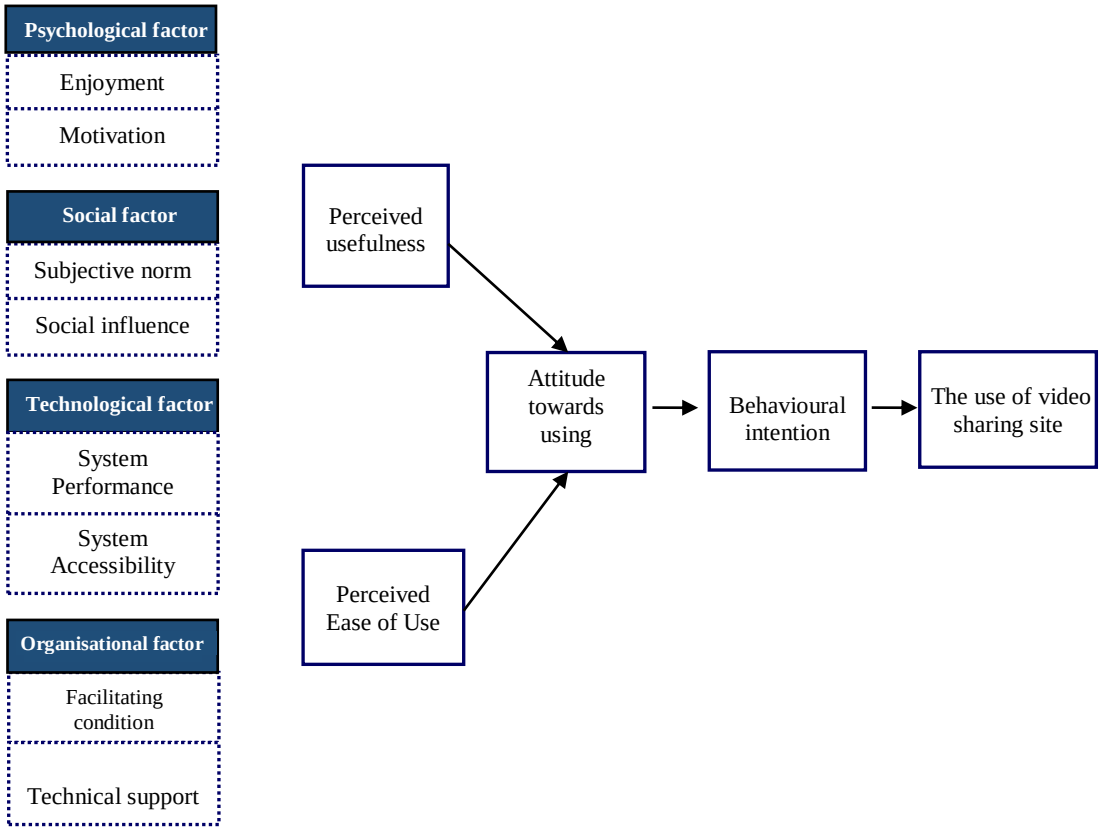

Figure 4: Proposed research model

CONCLUSION

This conceptual paper was prepared to identify the factors of users' acceptance towards educational video sharing sites by using the TAM model as the basic model in the study. Factors such as psychological factors (excitement and motivation), social factors (social influence and subjective norm), technological factors (system performance and system accessibility) and organisational factors (facilities accessibility and technical support) have been adapted to the original TAM as an extended version of this model. The effort of conducting this research is very relevant and in line with the current revolution in teaching and learning methods through the expanding of new media technology nowadays. The study of the students' acceptance towards educational video sharing sites can contribute to the development and establishment of this kind of site in schools or higher learning

institutions to obtain a more effective method in teaching and learning, thus providing a teaching and learning environment that is safer and interactive. Through this research, the provision of educational video sharing site in schools and universities for the purpose of a more formal teaching and learning process can be established to benefit and give advantages to the students and educators.

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